**Math Lesson Plan**

**Unit 1 – Date: September 11th and 12th**

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| **Unit Essential Question(s)** | How can we generate equivalent expressions?  How are variables used in mathematics? | | |
| **Common Core Standard:** | 6.EE.2a | | |
| **Bloom’s/ DOK** | Write  (understand-2)  (DOK1) | | |
| **Learning Target(s)**  “I can…” Statements | * I can translate a verbal description into an algebraic expression. | | |
| **Essential Vocabulary** | **Translate, verbal description, algebraic expression (See previous lesson for additional vocabulary)** | | |
| **Resources and Materials** | **Teacher** | | **Technology** |
| **Holt pg. 52**  **Encore 3-2 pg. 65**  **Index cards for operations**  **Worksheets** | | [Using Variables to Express Relationships](https://gems.gcsnc.com/lvcontentitems_41/lvContentItems_41/DispForm.aspx?ID=147&source=/_layouts/LearningVillage/CloseDialog.aspx)  [Expressions Millionaire game](http://www.math-play.com/Algebraic-Expressions-Millionaire/algebraic-expressions-millionaire.html) |
| **8 Mathematical Practices:** | | | |
| * 1. Make sense of problems and persevere in solving them. * 2. Reason abstractly and quantitatively. * 4. Model with mathematics. | | * 6. Attend to precision. | |
| **Bell ringer** | **Warm up** | | |
| **Activating Strategy**  (Opening Activity) | ***Day One***  **Four Corner Activity**  **- Students sort verbs by operation.**  ***Day Two***  **Say four (+, -, x, ÷) expressions and have students attempt to translate into expression.** | | |
| **Cognitive Teaching Strategies** | ***Day One***  **Students write as many verb phrases to describe operations in five minutes in four groups with a poster for one of the operations, students brainstorm a list.**  **Students present their posters, classmates add to their poster. During the presentation, students add to their own work**  **Move on to On Core 3-2 Part One Explore Section**  **63-65 guided practice**  ***Day Two***    **Work on 3-2 Example pg. 64-65 guided practice ONLY. Save Example 3 for next lesson.**  **Independent pg.66** | | |
| **Summarizing Strategy**  (Closing Activity) | **Reflect misconception question from students, pg. 65**  **Day Two:**  **Matching Activity** | | |
| **Assessment** | | **Homework** | |
| **Teacher observations, of poster work and presentations. Students.**  **Pg. 66 #1-20 graded students master 75%** | | **Worksheet from Mary.**  **Worksheet somewhere.** | |
| **Re-teaching Plan** | **Review for Mastery Holt pg. 52** | | |